

JOINT BOARD MEETING

10:00 a.m. to 2 p.m.
Monday, November 15, 2004
South Seattle Community College
Jerry Brockey Student Center, Room A

AGENDA

10:00 a.m. Refreshments

10:30 a.m. Welcome and Introductions

Tom Koenninger, chair, SBCTC
Bob Craves, chair, HECB

10:45 a.m. Access to college: The size and shape of Washington's higher education system

Staff presentations: The evolution of Washington's current system and challenges for the future

Board discussion

Noon Lunch - Café Alki

No official business will be conducted at this time.

1:00 p.m. Improving collaboration between the two boards

Earl Hale, executive director, SBCTC
Jim Sulton, executive director, HECB

Board discussion

2:00 p.m. Adjournment

Access to college: The size and shape of Washington's higher education system



HECB/SBCTC Joint Meeting

November 15, 2004

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

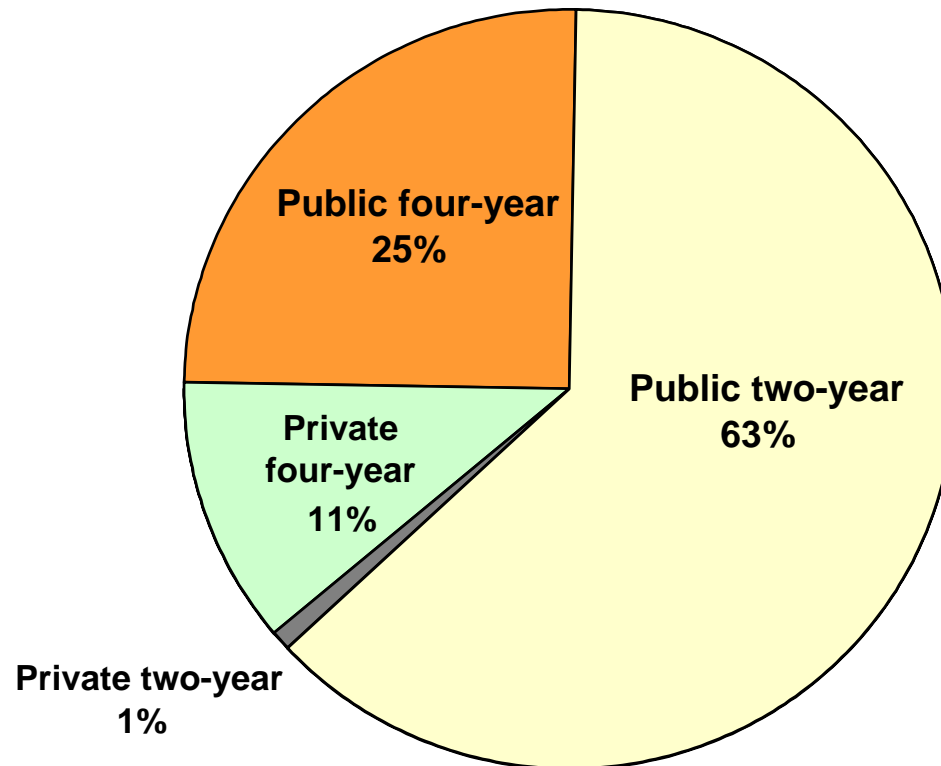
Overview

- Current enrollments in Washington's higher education institutions
- Locations of institutions
- Expectations for higher education demand
- A closer look at public higher education in Washington
- Strategic Master Plan goals for higher education in Washington

Over 400,000 students are enrolled in public and private two-year and four-year colleges and universities

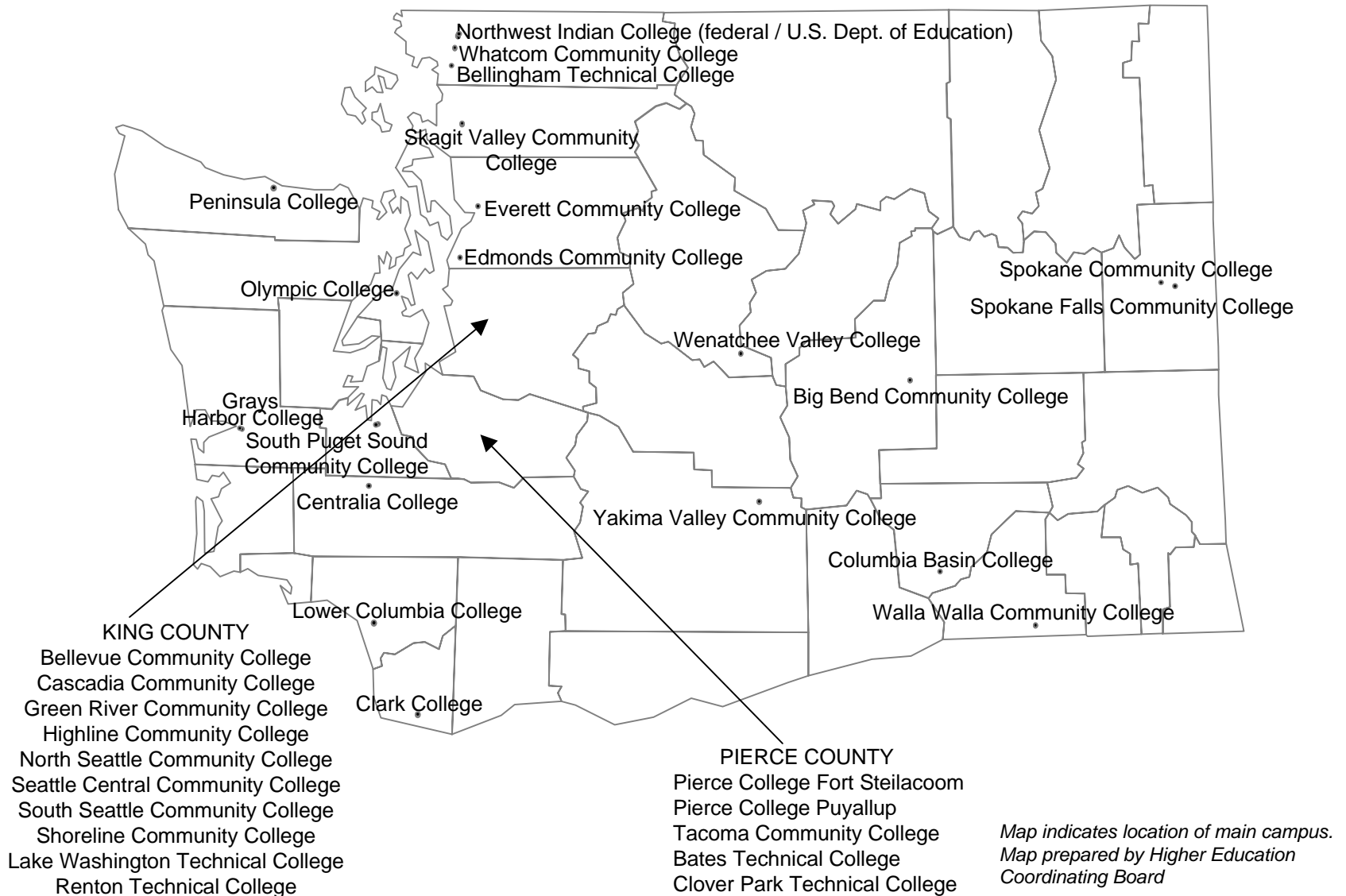
Fall 2003 enrollments (headcount) by sector

Overall total: 414,182

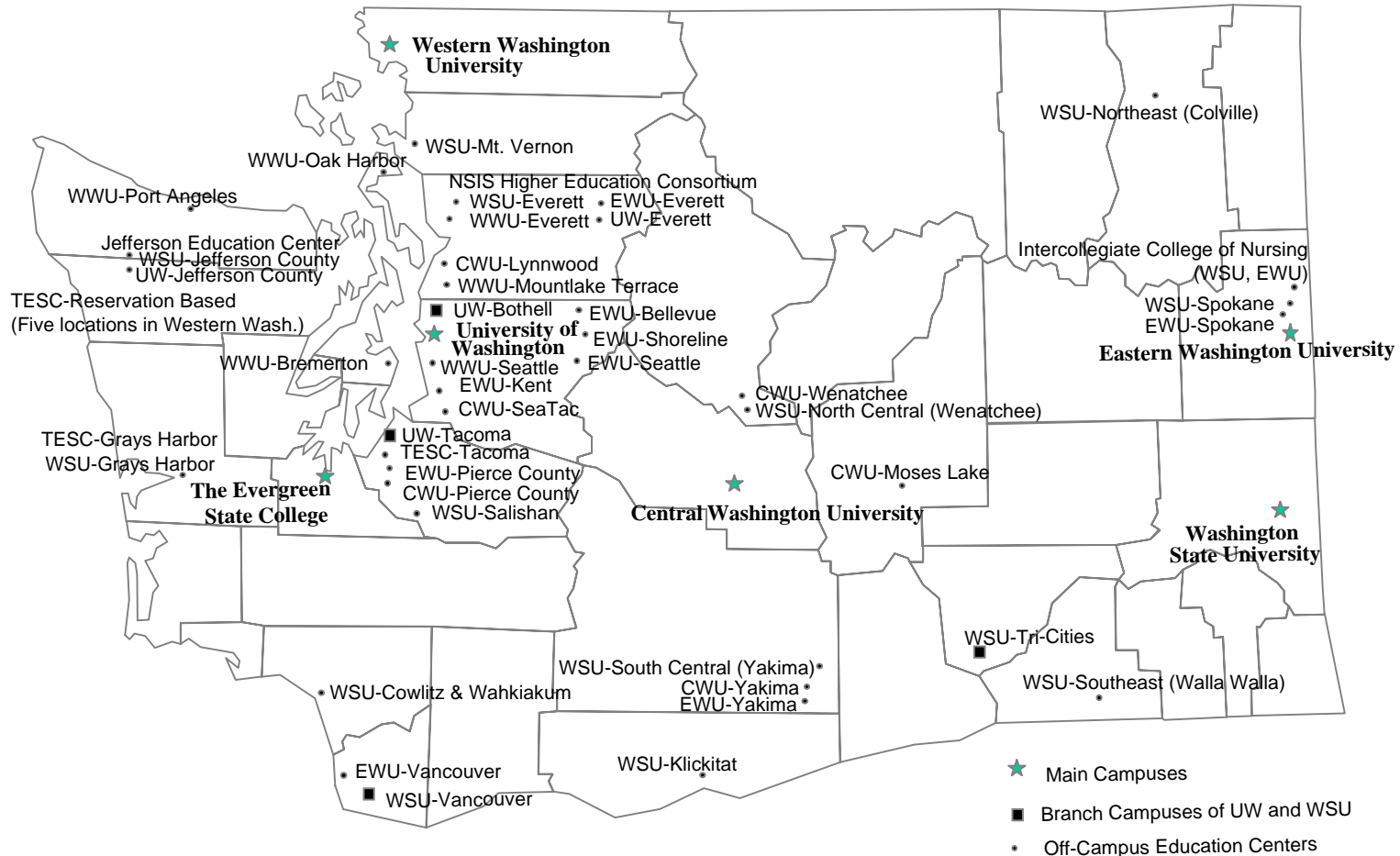


Sources: IPEDS and SBCTC

PUBLIC TWO-YEAR COLLEGES



PUBLIC FOUR-YEAR INSTITUTIONS: MAIN CAMPUSES, BRANCHES AND CENTERS



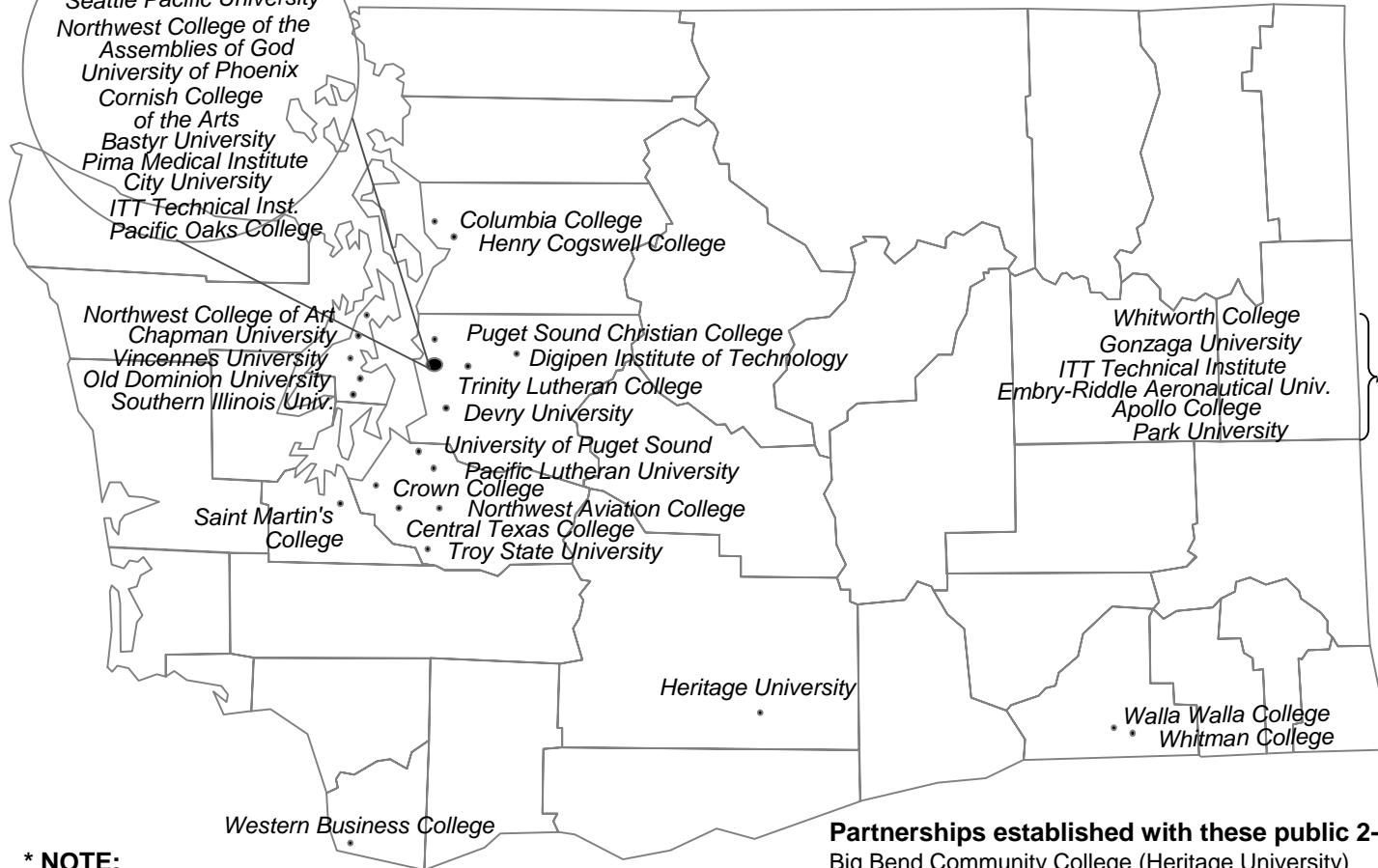
Map prepared by Higher Education Coordinating Board

Data Source: Web Sites of each institution

PRIVATE INSTITUTIONS *

Seattle Institutions:

Seattle University
Art Institute of Seattle
Antioch University
Seattle Pacific University
Northwest College of the
Assemblies of God
University of Phoenix
Cornish College
of the Arts
Bastyr University
Pima Medical Institute
City University
ITT Technical Inst.
Pacific Oaks College



* NOTE:

- Due to space limitations, only independent institutions awarding Bachelors and/or Associate Degrees are listed.
- Some institutions have multiple locations within Washington and not all locations are shown on this map.

Partnerships established with these public 2-year colleges:

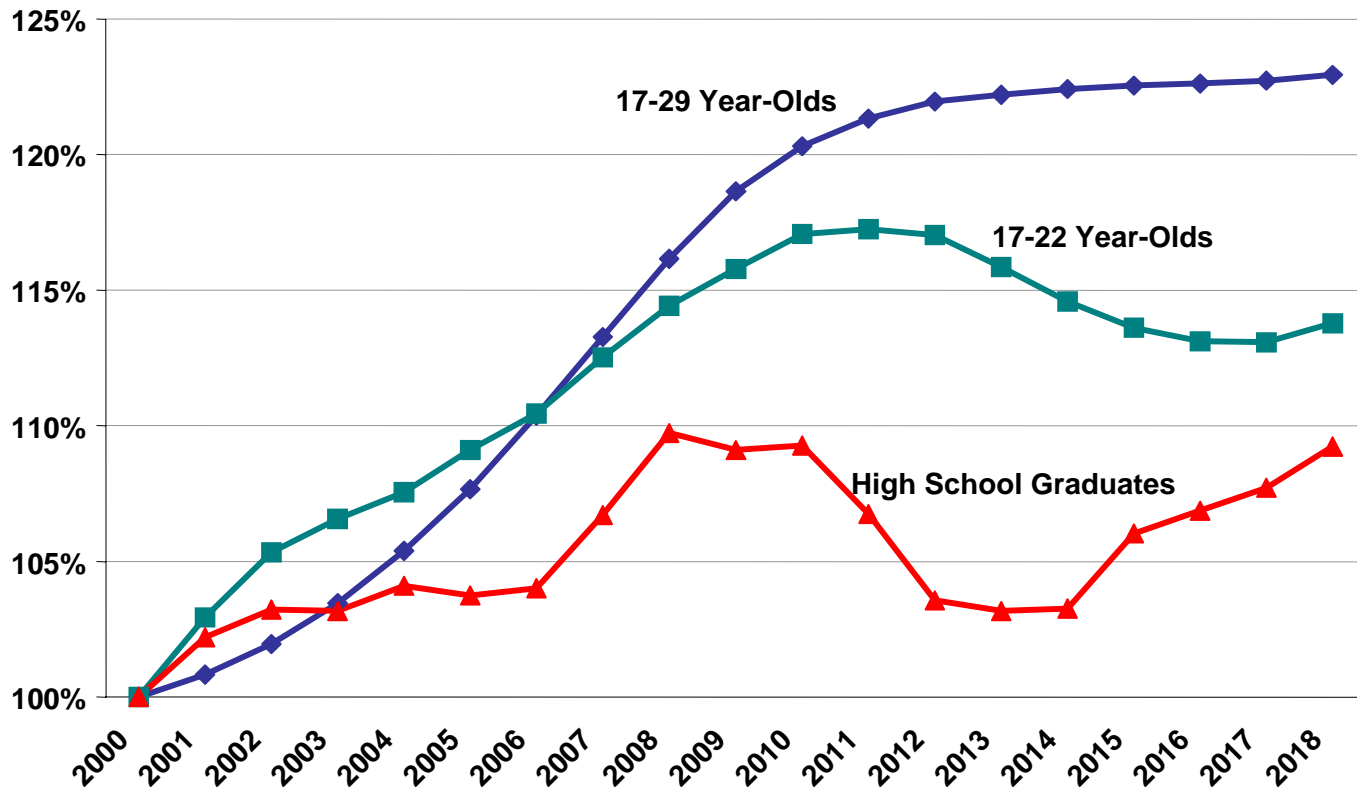
Big Bend Community College (Heritage University)
Bellevue Community College (City University, University of Phoenix)
Olympic College (Old Dominion University)
South Puget Sound Community College (Chapman University)
Tacoma Community College (University of Phoenix)
Bates Technical College (City University)

Source: House Higher Education Committee, January 31, 2003

Map prepared by Higher Education Coordinating Board

While high school graduations peak in 2008, the prime college-age population continues to grow

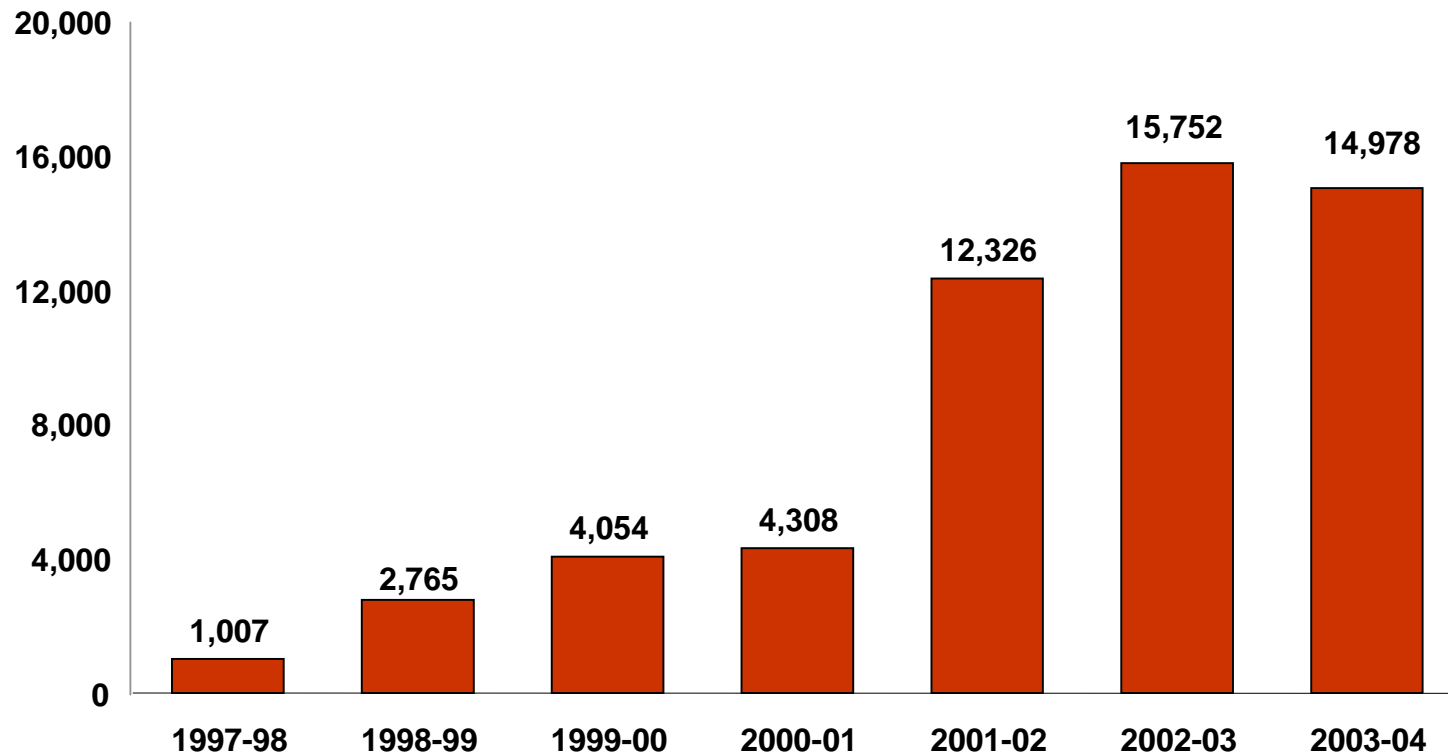
High School Graduation and Population Age Cohort Forecasts



Source: OFM

At Washington's public colleges and universities, actual enrollments exceed budgeted levels: “Over-enrollments” have tripled since 2000-01

**Actual FTE enrollment compared to budgeted levels at public
colleges and universities**



**In 2003-04,
the state
budgeted
for 213,338
enrollments
and the
institutions
enrolled
228,316
full-time
equivalent
students.**

228,000 students attending Washington's public higher education institutions are enrolled primarily for one of four purposes

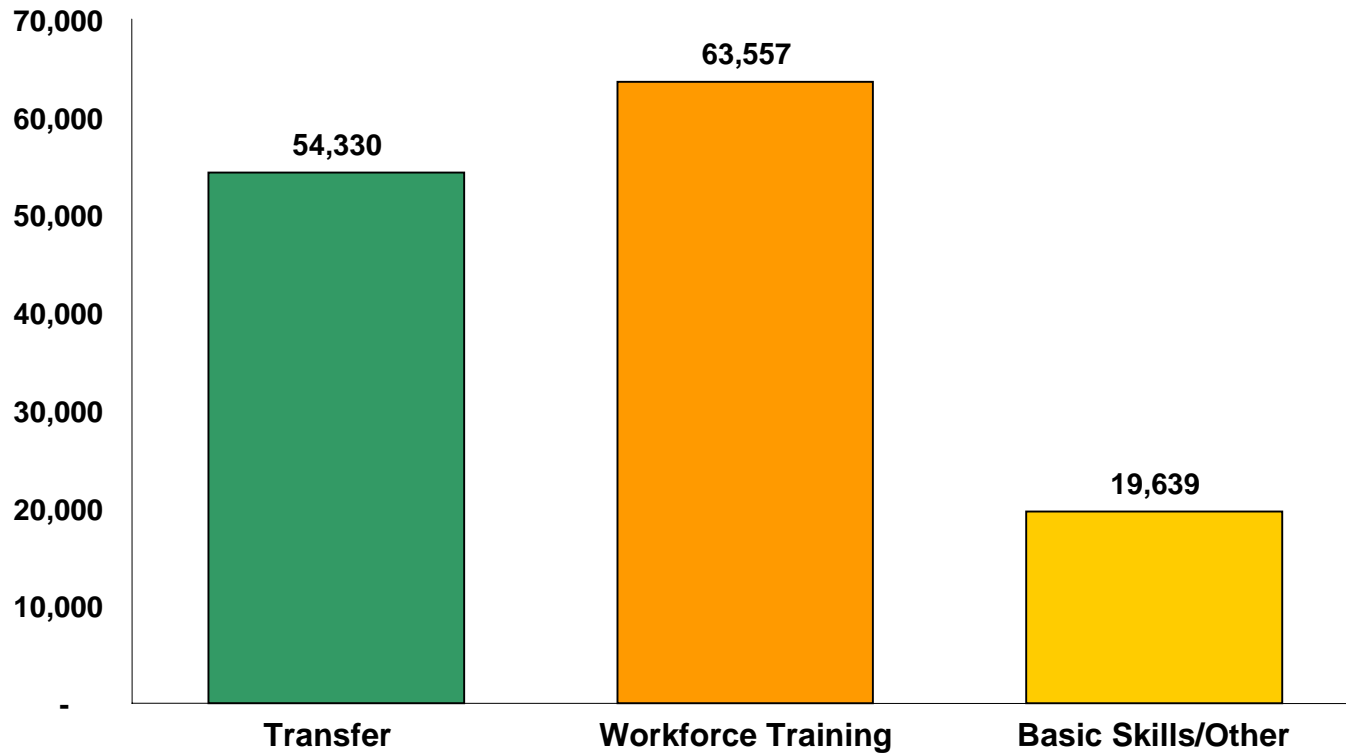
2003-04 State-Funded Full-Time Equivalent (FTE) Students By Sector

	Total	Graduate	Undergrad./ Transfer	Workforce Training	Basic Skills/Other
Community/Technical	137,526		54,330	63,557	19,639
Comprehensives	33,217	2,257	30,961		
Research/Branch	56,857	14,976	41,879		
Total	227,600	17,233	127,170	63,557	19,639

Source: OFM and SBCTC

Community and technical college students enroll for a variety of reasons

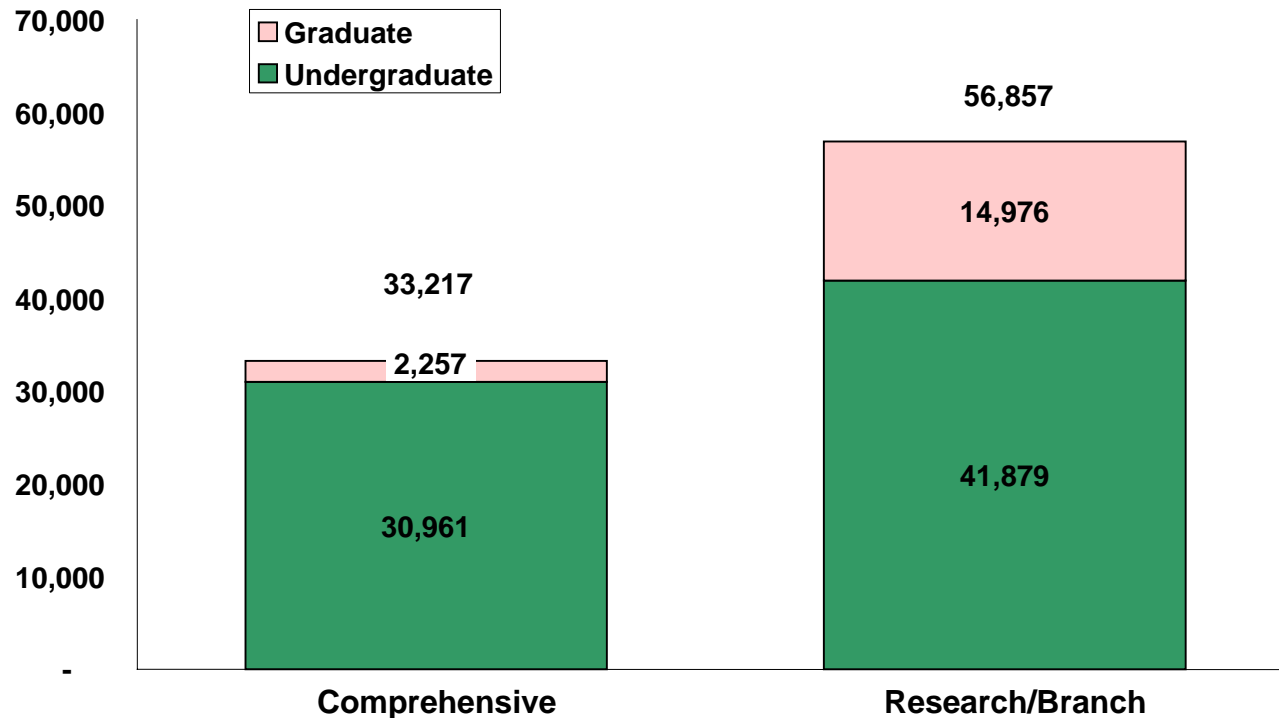
Community and Technical College Students by Purpose for Attending (FTEs)
2003-04



Source: SBCTC

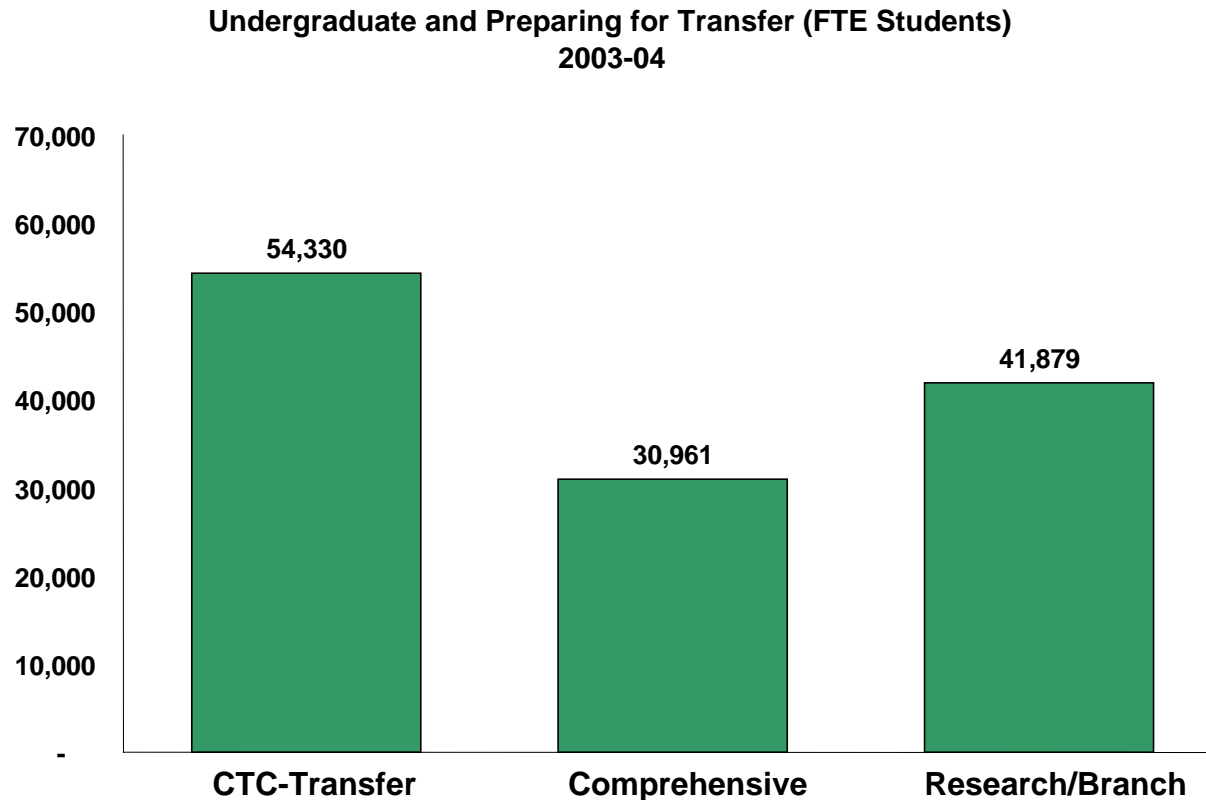
Enrollments at the public four-year institutions are in bachelor's degree programs or graduate degree programs

Undergraduate and Graduate Students at Comprehensive and Research Universities (FTEs)
2003-04



Source: OFM

Washington's public higher education system has been described as an "hourglass" with more bachelor's seeking students at research universities and community & technical colleges than at comprehensive universities



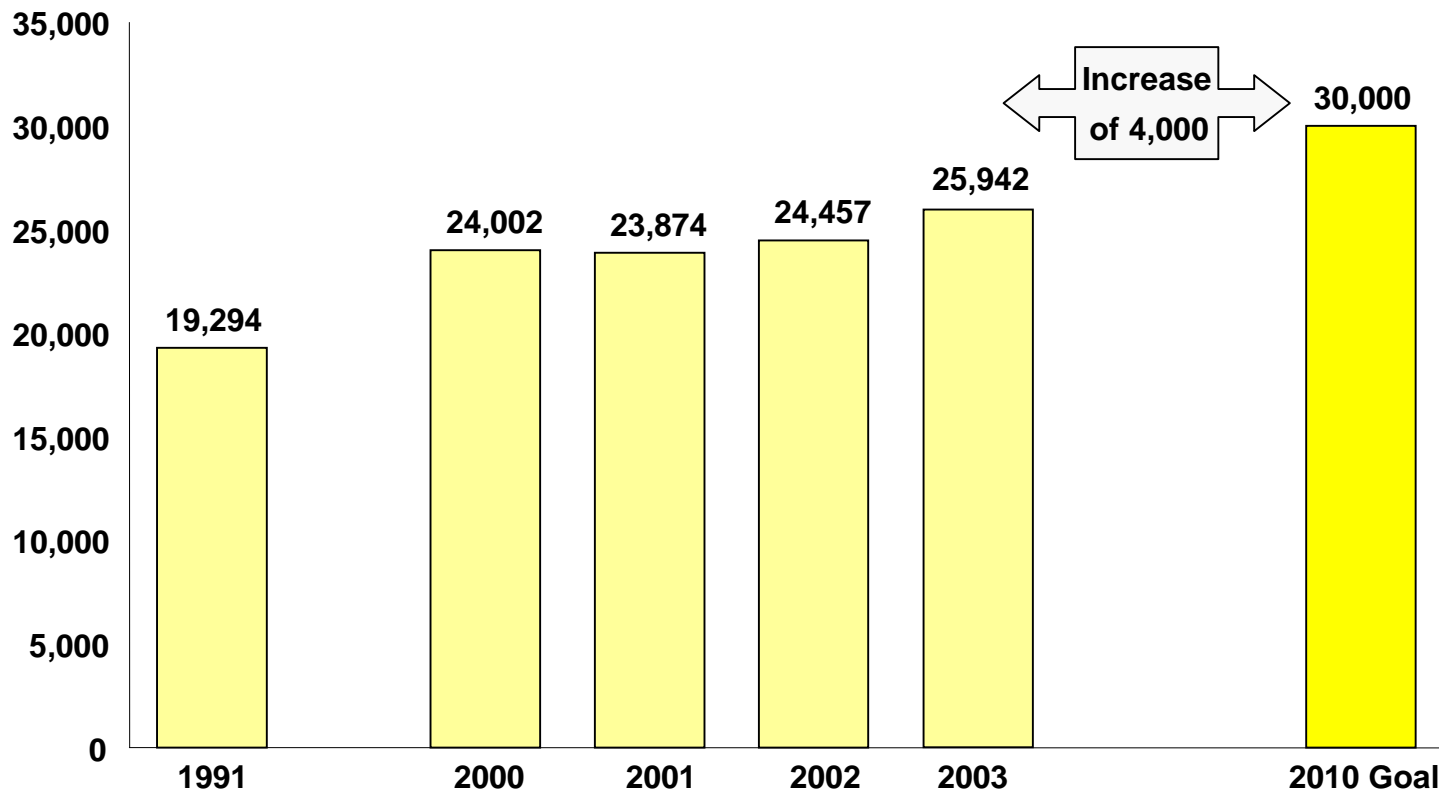
Sources: SBCTC and OFM

Goals of the 2004 master plan

- **Increase degrees earned by students each year**
 - 1,700 more associate degrees each year (to reach 23,500 per year by 2010)
 - 4,000 more bachelor's degrees (30,000 by 2010)
 - 1,300 graduate/professional degrees (11,500 by 2010)
- **Greater economic responsiveness**
 - Increase by 300 per year the number of students receiving degrees/certificates in high-demand fields (will result in 1,500 per year after five years)
 - Increase job training completions by 18%, to reach 25,000 per year
 - The number of adult basic education students who increase literacy skills will grow by 19% to reach 20,525 per year

Students earning 30,000 bachelor's degrees per year is one goal for Washington's higher education system

Number of bachelor's degrees earned from Washington's public and private institutions



Source: IPEDS. Goal based on increasing degrees earned from 30.2 to 32.3 per 1,000 residents aged 20-29 and the number of residents aged 20-29 increasing by 18 percent.

Meeting the Access Challenge

Approach to Enrollment Planning

HECB/SBCTC Joint Meeting

November 15, 2004

Agenda

- ◆ SBCTC enrollment plan
 - Components of demand
 - Distributing growth to colleges
- ◆ Baccalaureate capacity study
 - Demand
 - Supply
 - Options to fill gaps

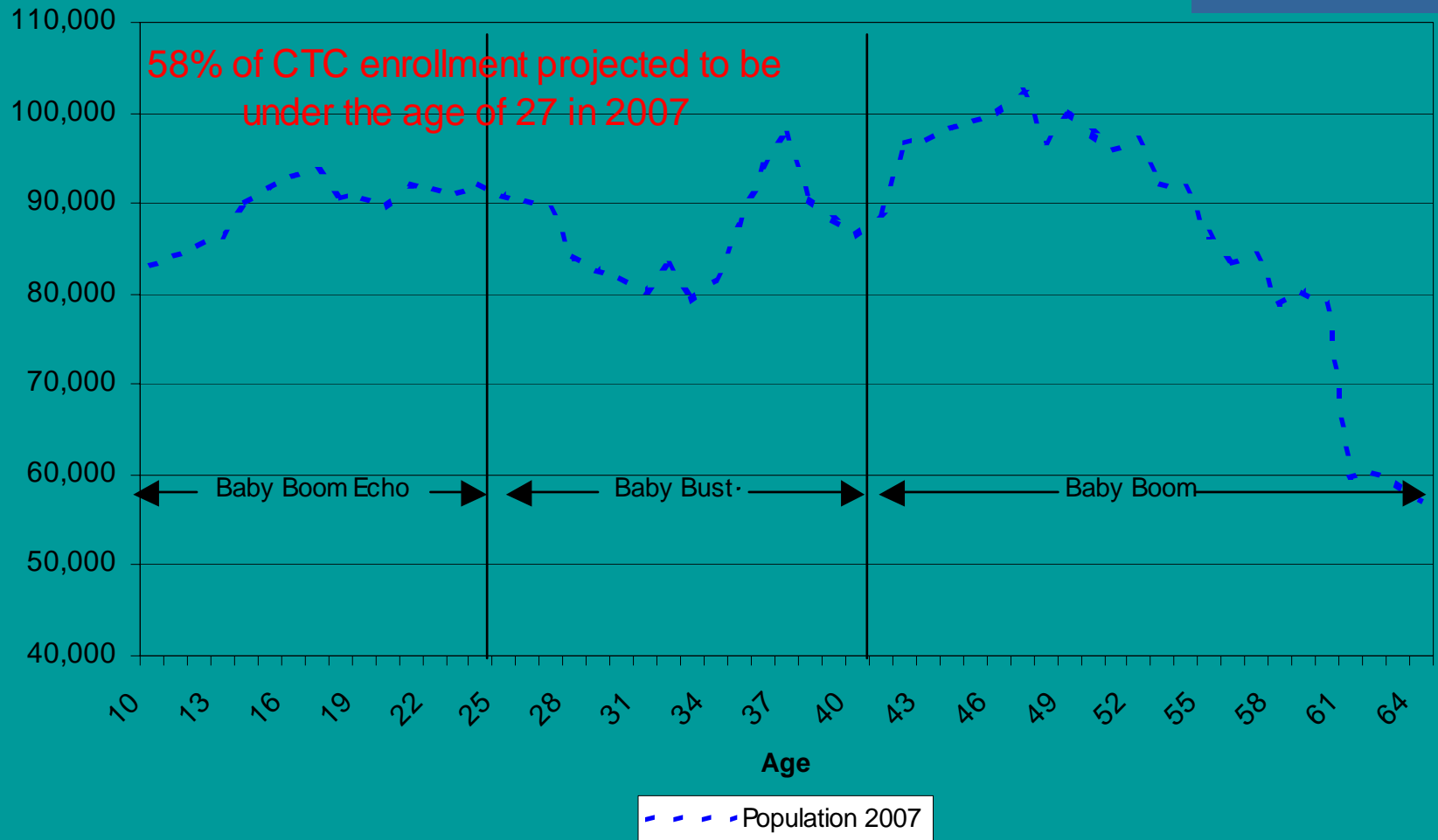
Components of Projected CTC Enrollment Growth

- ◆ Population Growth
- ◆ Demographic changes:
 - Increasing share of high school graduates going on to college
 - Non-English speakers doubled in past decade
 - Impacts of baby boomers working longer

Enrollment Projections Used for Multiple Purposes

- ◆ 10,000 FTEs growth in 2005-07
- ◆ Projections used for:
 - Biennial enrollment request
 - Capital budget planning
 - League for Education Voters proposal

Washington Population by Age



Enrollment Request

	FTES
Allocate to College Districts	8,700
High-Demand Competitive	1,000
Apprenticeship	300
Total Request	10,000

College Districts Share of Request

Principle: who attends a college and where do they live

- ◆ Population growth in areas served by each college
- ◆ Districts' share of projected demographic shifts
- ◆ Budgeted service level

College Districts Share of Request

- ◆ Distribution of growth based on relative local needs
- ◆ Distribution is differential, 70 FTEs to 650 FTEs per District

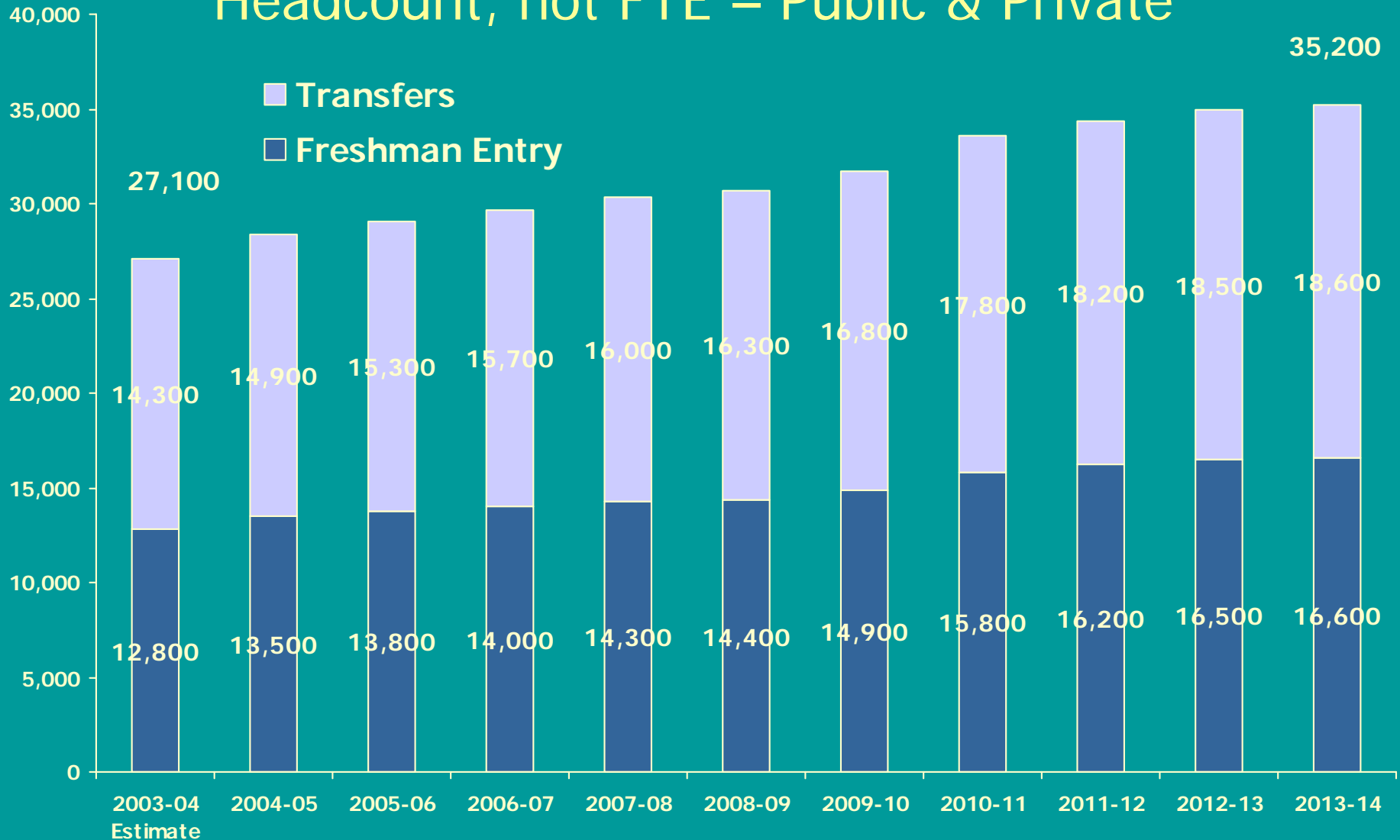


Baccalaureate Capacity Study

- ◆ How much to 2010
- ◆ Where needed
- ◆ What fields
- ◆ What options
- ◆ Cost to state
- ◆ Cost to students
- ◆ Key options or combination of options by region
- ◆ Work with public universities on enrollment planning model

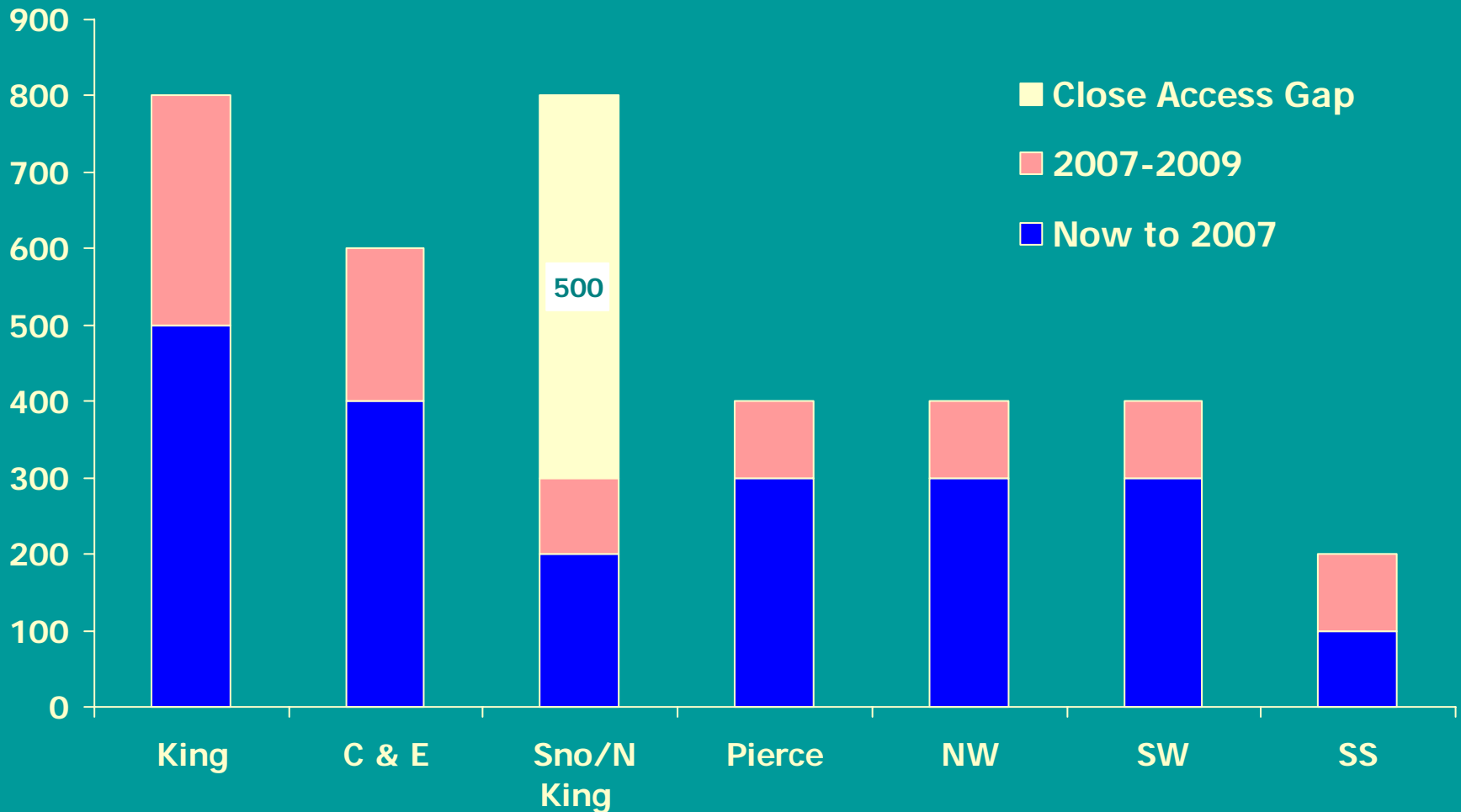
How Many Future Juniors?

Grow 30% from 27,100 to 35,200 Juniors
Headcount, not FTE – Public & Private



Junior Demand Growing Everywhere

Transfers & Freshman Entry / Public & Private



Options to Meet Demand for Upper Division Capacity

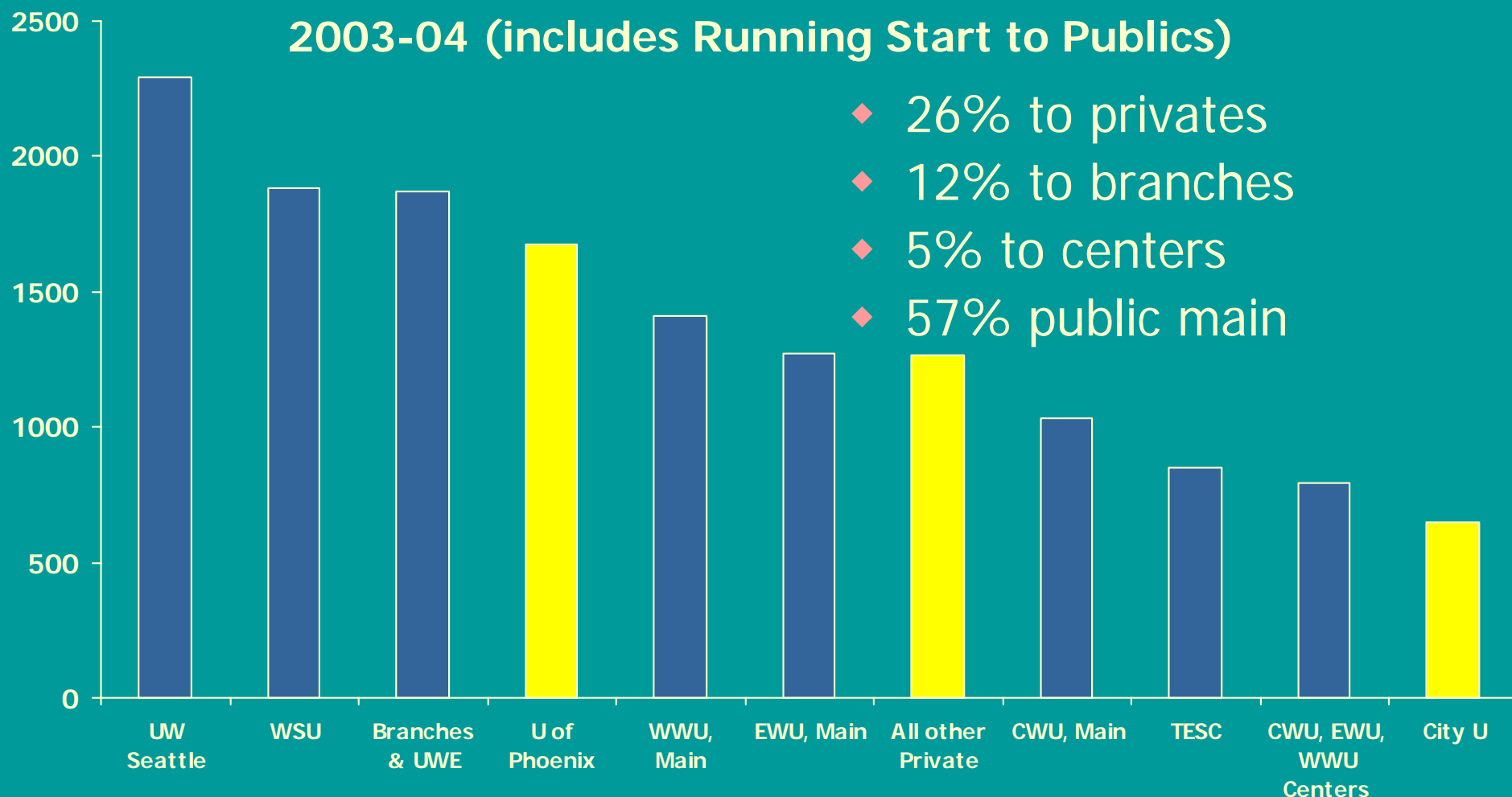
- ◆ Grow existing baccalaureate institutions, including branch campuses
- ◆ Expand University Centers
- ◆ Community and technical colleges offer bachelor's degrees
- ◆ Combination



15,000 students transfer to public and private institutions

CTC Transfers by Receiving Institution

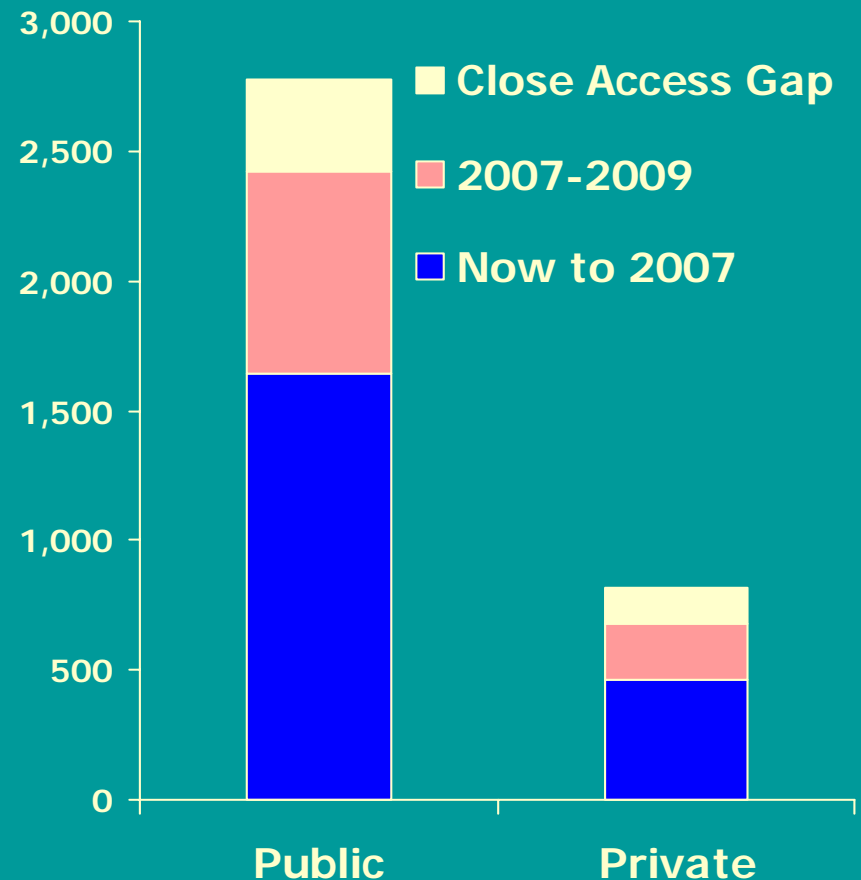
2003-04 (includes Running Start to Publics)



What if Junior Pattern By Sector Holds in Future?

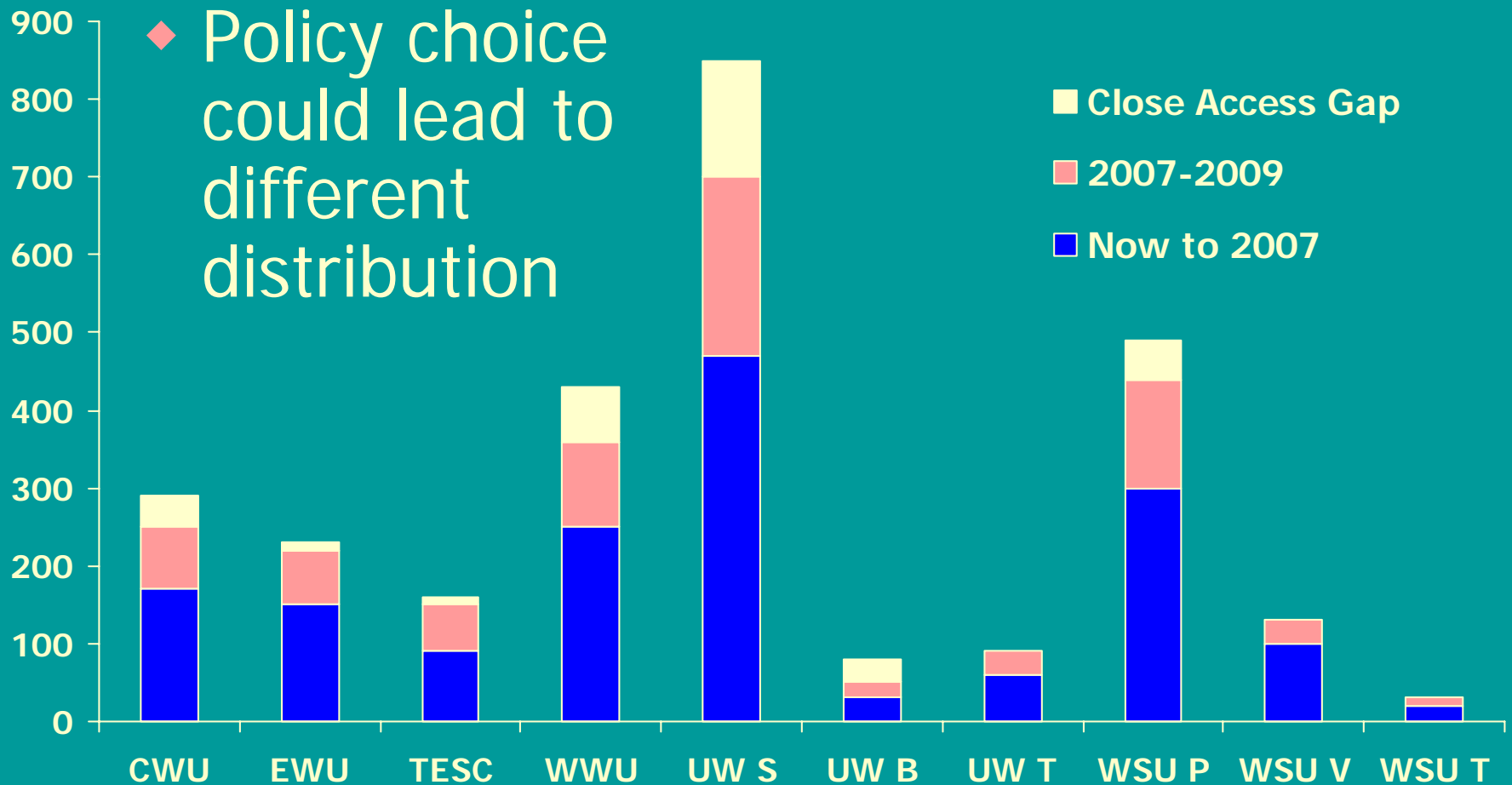
- ◆ 800 more juniors in private sector
- ◆ 2,800 more in public sector
 - At least 5,600 more upper division FTE needed

Growth in Juniors (Transfer & Freshman Entry)



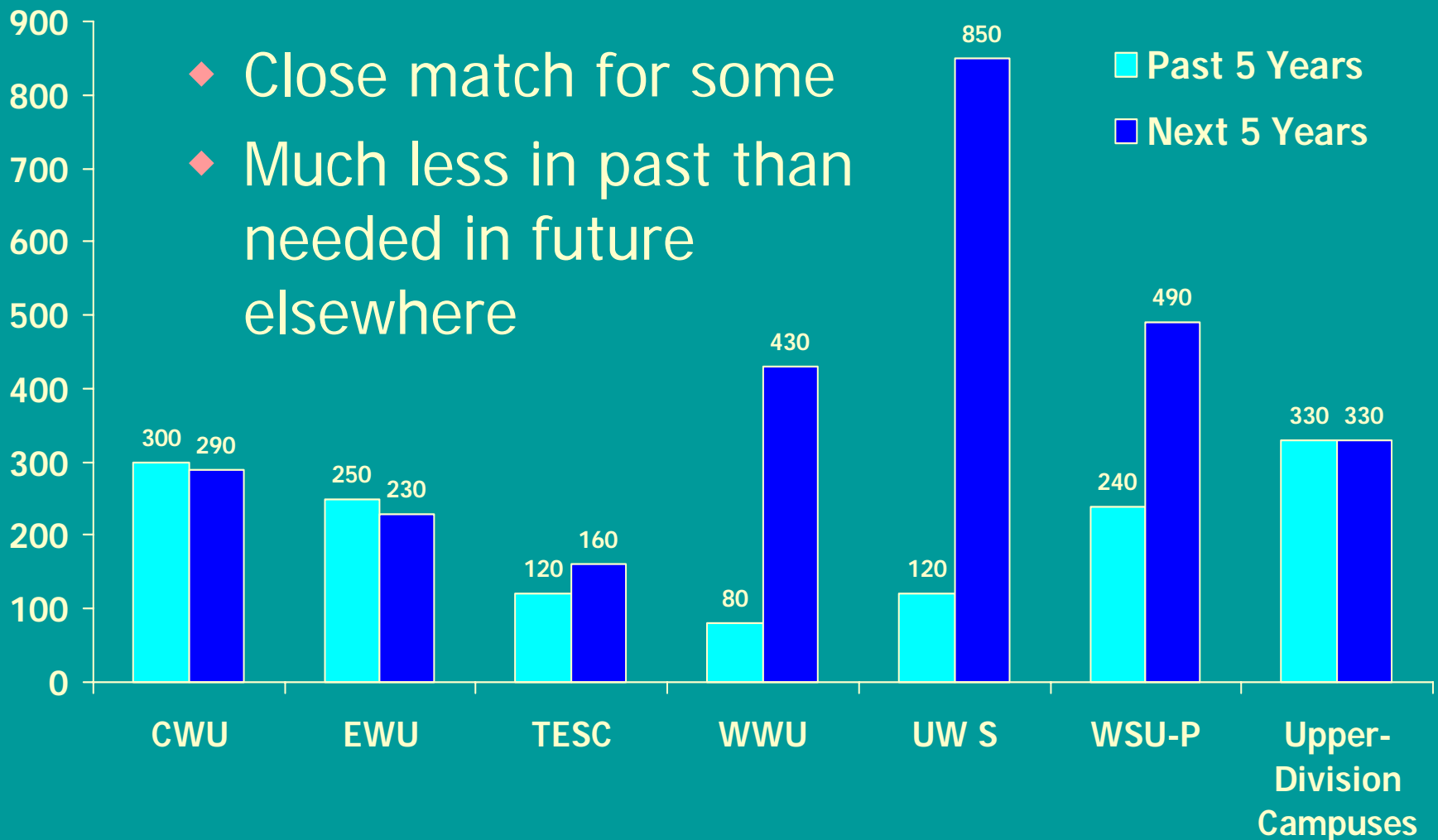
What if Junior Pattern By Public Institution Holds in Future?

Junior Growth - Transfers & Freshman Entry



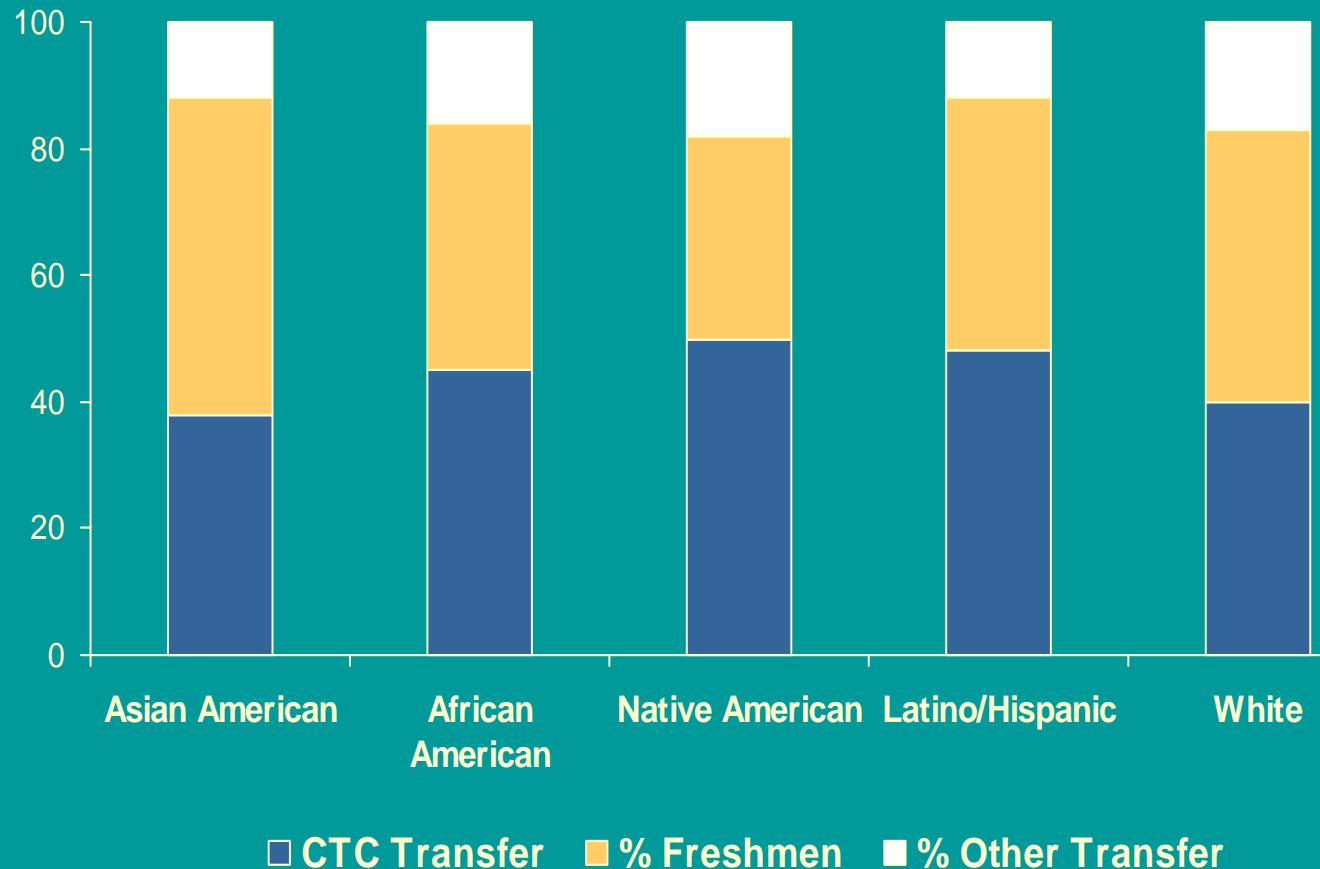
How Does Past Growth of Juniors Compare with Future Growth?

Transfers & Freshman Entry



Transfer Contributes to Broad Access Across Diverse Populations

Race & Ethnic Diversity
Public Baccalaureate Graduates



- Transfer contributes to people of color earning BAs

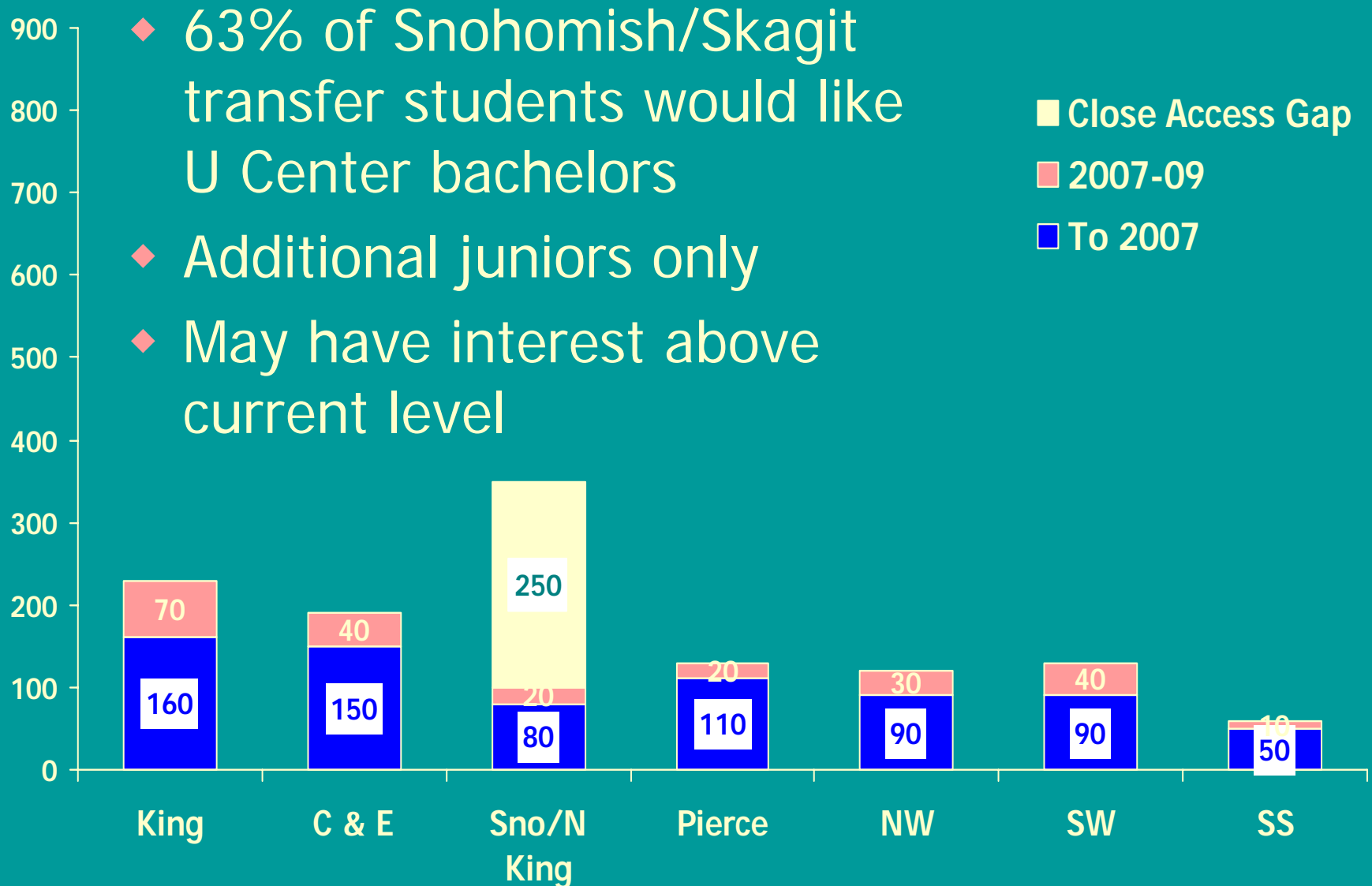
- 70% of transfers are first generation college students

Location Effects Access

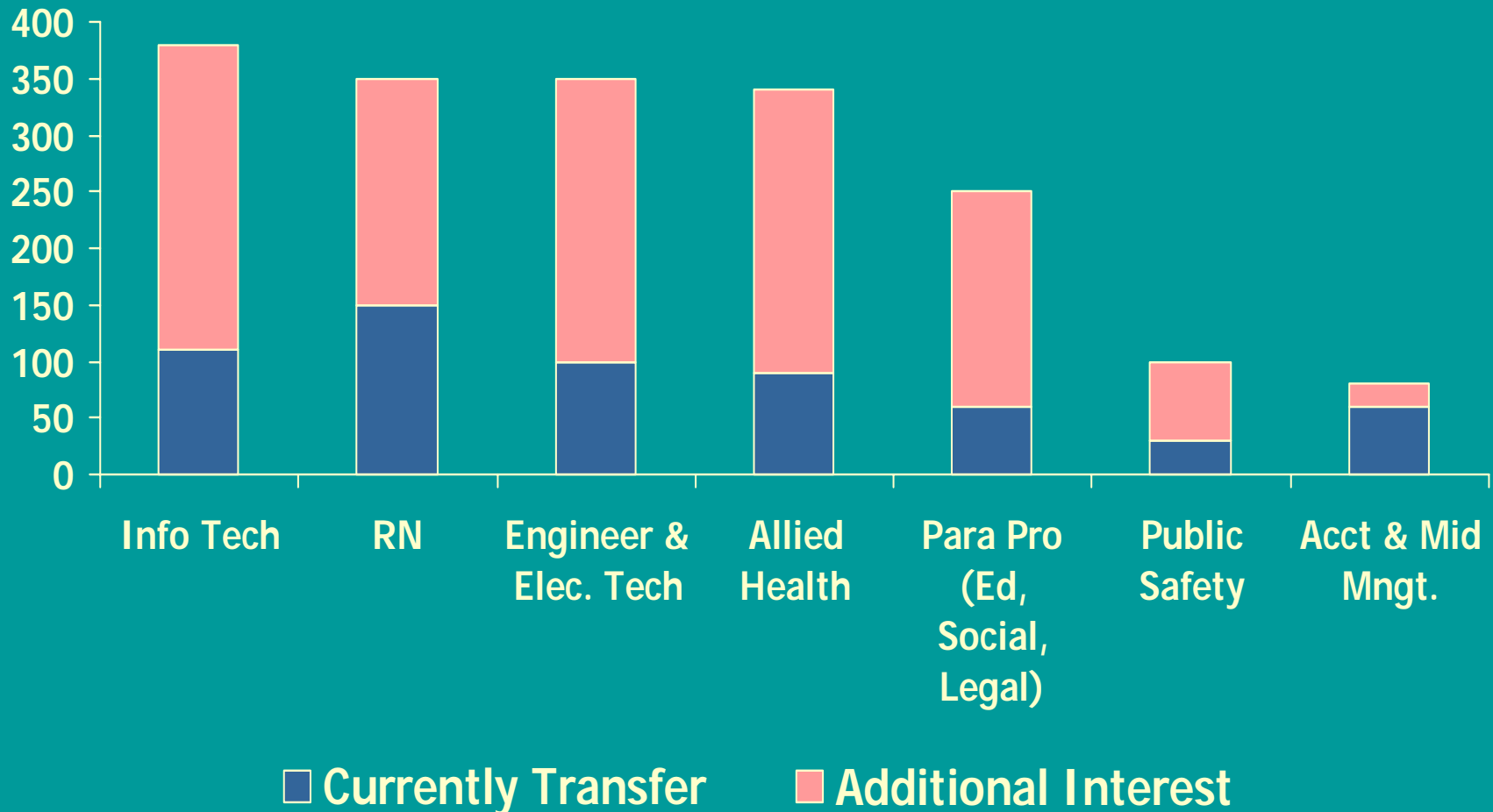
Potential interest in upper division at CTC campus

- ◆ 63% of Snohomish/Skagit transfer students would like University Center bachelors
- ◆ University Center graduates are older, more diverse
- ◆ May have interest above current level

Potential Interest in Upper Division at CTC Campus by Region



Program Demand: Junior Slots for Technical Degree Grads



Summary

Upper Division Demand for Next 5 Years

- ◆ 2,100 more traditional juniors by '07
- ◆ 1,000 more juniors in 07-09
- ◆ 500 to bring Snohomish/N King region up to state average
- ◆ Supply/demand gap biggest in Puget Sound area
- ◆ About half are CTC transfers

Summary

Upper Division Demand for Next 5 Years

- ◆ Unmet demand for technical transfer, 1,300 more juniors, 500 more by '09
- ◆ Growth choices effect who is served: geography and demographics
- ◆ Most transfers want access close to home

Decision Matrix

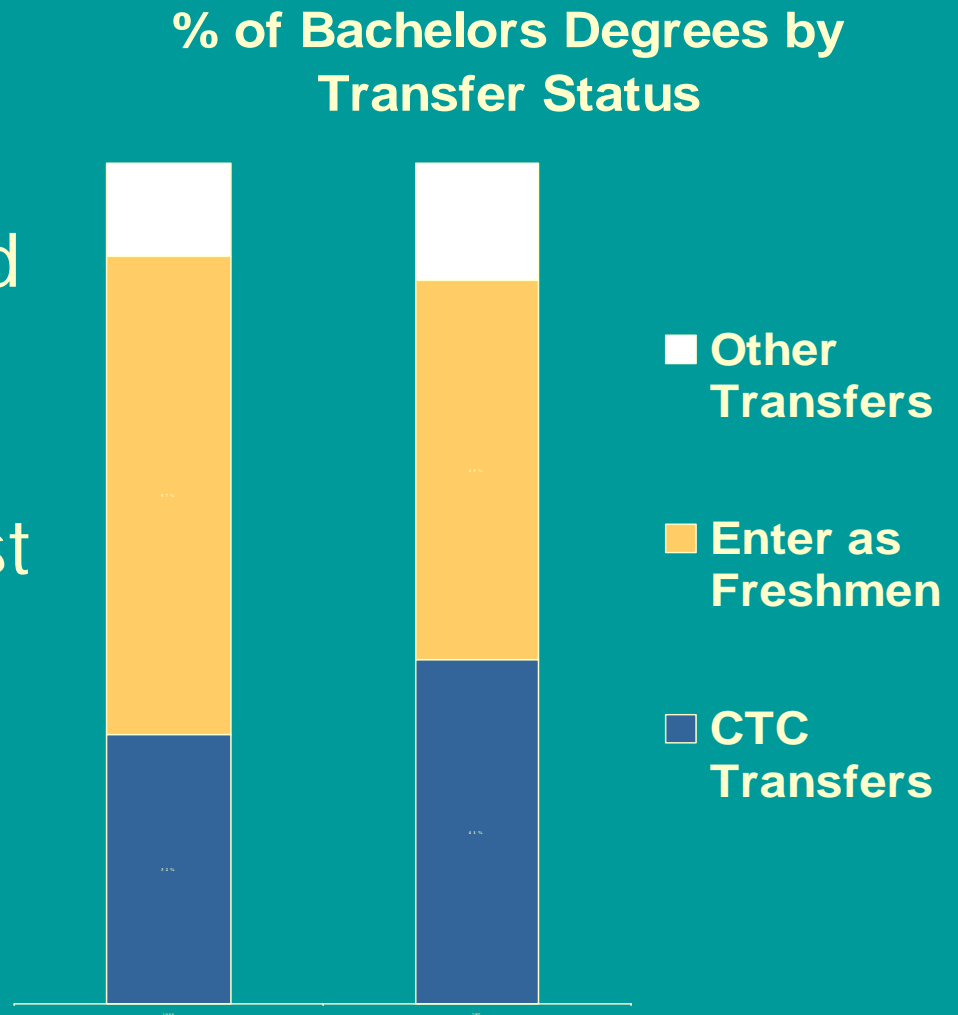
- ◆ Analysis of Regional Need
 - ❖ Demographic
 - ❖ Programmatic
- ◆ Costs to state, students
- ◆ Features of each option
- ◆ Factor Analysis



Questions?

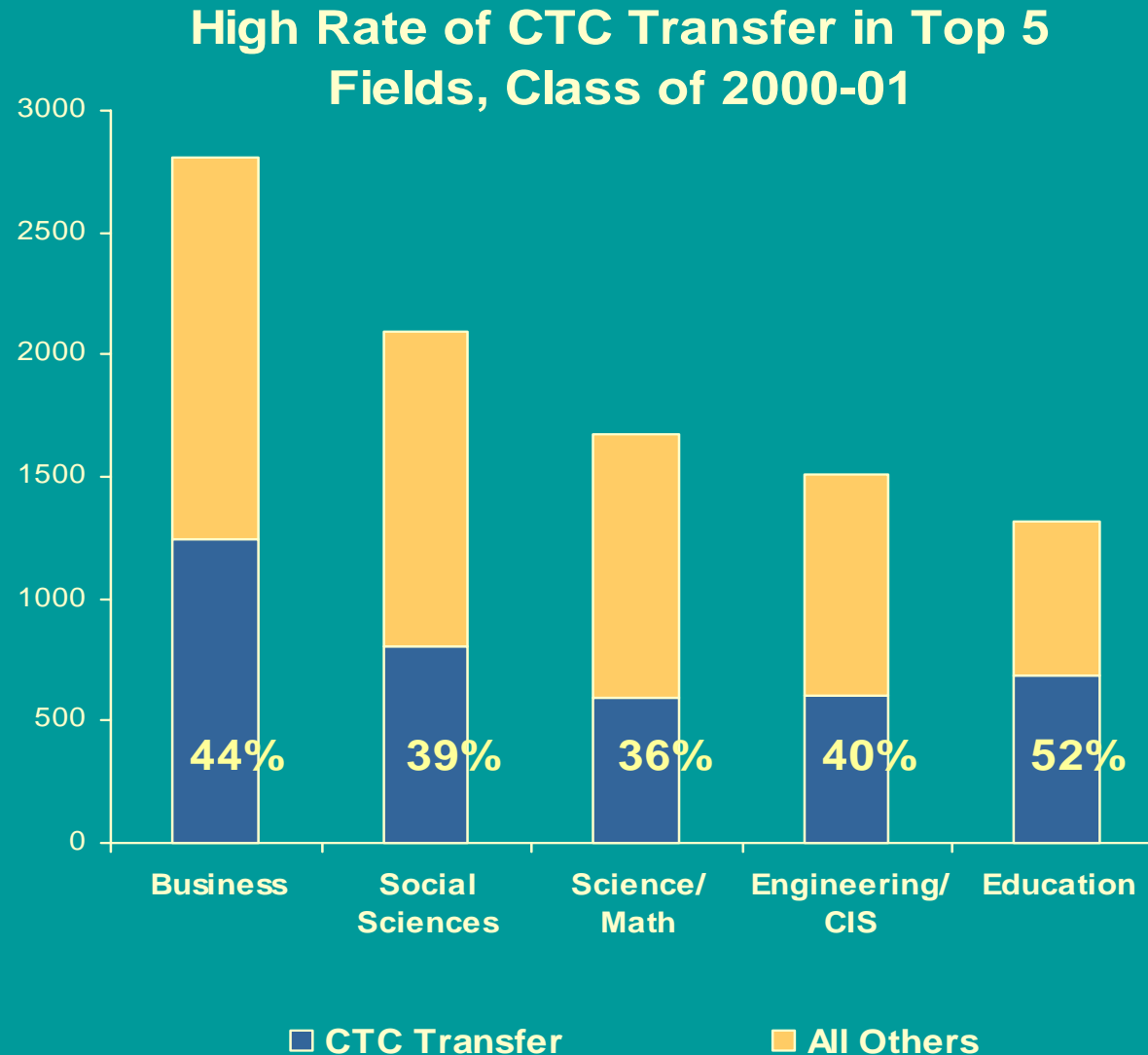
Transfer Pathway is Strong and Growing

- 14,000 CTC transfers
- 41% of public baccalaureates earned by CTC transfers - 32% in 1988
- Transfer role strongest at regional universities, one-half of graduates are transfers



Transfer Students Perform Well at Universities

- Univ studies: GPAs comparable – transfer & freshman
- Transfers complete high demand, competitive majors
- ~40% of business, math, science, engineering, computer science graduates



Upper Division Capacity – Growth Needed as Population of Young People Grows

WA High School Grads
To 2002 (actual), 2003 to 2018 (projected)



Baccalaureate Capacity Study

November 2004

Purpose:

To examine the policy options to expand baccalaureate capacity. The options for increasing capacity under consideration include: existing public institutions, branch campuses, two-plus-two centers, two-year colleges offering baccalaureate degrees in high demand fields, and the role of private institutions.

Key Questions

How much lower division and upper division baccalaureate capacity is needed in the next decade?

- Consider current participation rates and demographic projections
- Consider HECB, OFM, WTECB approaches

What is the geographic distribution of the needed capacity?

- Consider current participation rates by county and attendance patterns to project where students from counties attend college.

What degree programs are needed?

- Consider current distribution of degrees awarded by university direct entry and transfer students.
- Consider HECB goals and WTECB analysis.
- Include demand for technical baccalaureate degrees.

What are the options for meeting the projected lower and upper division capacity needs?

- Growth plans for existing public and private baccalaureate institutions including branch campuses, and share of resident students served. Consider expansion of self-support, summer, distance learning and dual credit programs.
- Consider expanding existing university centers, establishing additional university centers, 3+1 degree programs, and CTC baccalaureate degrees.

What are the differences in financial costs to the state for various options to increase capacity?

- Consider previous analyses, HECB and legislative analyses.
- Consider operating and capital costs for university centers and CTC baccalaureate degrees.

What are the differences in costs to students for various options to increase capacity?

- Tuition, living costs.
- Look at other state experiences.

What are the differences in demographic characteristics of students served by the various options?

- Age, race, income, academic preparation, placeboundness of students using various pathways to bachelors degrees.

What are the incentives, disincentives and institutional readiness for various options?

- Financial incentives and disincentives.
- Institutional role and mission incentives and disincentives, traditional and programmatic roles.
- Incentives and disincentives for students.
- Impact of university centers and CTC bachelor's degrees on community and technical college role and mission.
- Accreditation issues.

What are the options or combination of options available to the state to provide the appropriate level of additional baccalaureate capacity, by region?